

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter deliver conclusions and suggestions related to the teacher's implementation of task-based instruction in teaching ESP. Further, the second part explores the discussions regarding the benefits and challenges of task-based instruction. The conclusions are formulated from findings and discussions of the research, and suggestions are directed to English teacher and further researcher.

5.1 Conclusions of the Study

Based on the result of the observations, questionnaires, and interview, the data showed that, regardless of some limitations, the task-based instruction revealed to facilitate students' to learn ESP. According to the data, the implementation of task-based instruction in one of Sekolah Bahasa in Bandung was conducted based on three steps, they are pre-task, task-stage, and language focus. Those three stages were contribute toward several features. Firstly, teaching learning process of ESP class used tasks as an organizational principle. It encouraged students to complete both pedagogical tasks and real-world tasks by using target language. Whereas various tasks such as brainstorming the useful language, and dialog simulations also delivered in order to help the students to acquire the language in pedagogical language. And in order to do real-world task, the teacher asked the students to perform a dialog in front of the class in which the situation and the expressions are based on the topic.

Secondly, the implementation of task-based instruction in one of Sekolah Bahasa in Bandung promoted students to be actively engaged in doing tasks in target language. This engagement was shown by encouraging students to take part in the teaching learning process through participating in the activities.

Thirdly, the implementation of task-based instruction in one of Sekolah Bahasa in Bandung positioned language input as an important role in supporting students to attain the goal of the lesson. In task-based teaching learning the students were enhanced through rich language input in target language. By doing so, they were encouraged to produce the target language they have possessed.

Fourthly, the implementation of task-based instruction in one of Sekolah Bahasa in Bandung provides collaborative work so that the students could work together in pairs or in groups in order to accomplish the tasks. As mentioned in

chapter II, this collaborative work is important to increase and encourage students to use the target language, and develop motivation.

Fifthly, the implementation of task-based instruction in one of Sekolah Bahasa in Bandung focused on meaning and form. It focused on meaning while the students were encouraged to communicate in English with other students. The learning process was focused on form when students were in language focus stage where the teacher presented form including practicing words, phrases, patterns, and sentences.

Lastly, the implementation of task-based instruction positioned teacher as an essential role in giving both positive and corrective feedback. Feedbacks were given according to the language production of the students. Feedbacks were important to encourage students' motivation. Moreover, feedbacks facilitate students' progress.

This study discovered that the implementation of task-based instruction lead some benefits. Firstly, it contributes to students' speaking skill. This result was indicated by the questionnaire toward the students and interview towards the teacher. The contribution was indicated through classroom observation: how the students actively respond to the questions, how they interact in groups, and how they perform speaking confidently. Secondly, task based instruction was found improve students' participation in teaching learning process particularly it's indicated when the teacher asked questions in pre-task stage. However, some limitation of task-based instruction were also found in this teaching learning process. The limitation lead toward the time availability, and the number of students.

Finally, it can be concluded that based on the result of the study, it is confirmed that teaching English uses task-based instruction to support ESP classroom for higher education. It indicated that task-based instruction can be applied in ESP classroom. The research shows that the teacher's competence, creativity, and time management could be considered as the important points in implementing TBI in ESP classroom.

This finding confirm the previous research done by Lee (2001), Yan (2014), Marashi and Dadari (2012), Nejad and Khosravian (2014), Basquille's study (2004) You-hua's paper (2006), Willis (1996) cited in Sangarun (2004) that TBI encourage the improvement of target language improves students' interaction skill, and increase their motivation to speak in the target language, and provides positive attitudes in

learning speaking. Second, the teacher can identify task-based instruction and aware of benefits and limitation in implementing TBI.

The followings are several aspects to be considered as the limitation in this research. First, the research was conducted only in eight meeting or observation. The reason was task-based instruction in this research can be applied only for ESP for higher education. However, the data from eight times observation is considered adequate to provide the pattern of how the teacher implemented TBI. Second, since the participant of this study only a teacher and class A of Sekolah Bahasa, this data then could not be generalized and compared to another case. Therefore, the findings of this study are only appropriate to the context where the research was taken place. Last, this study only focuses on the process of teaching ESP. Specifically, the process in implementing task-based instruction in teaching ESP. The effect of students' speaking ability such as fluency, accuracy, vocabulary, and grammar were not the focused in this study. In short this finding of the study is expected to be the window for the further research that concerns the potential benefits and limitation in the implementation of task-based instruction in teaching speaking.

5.2 Recommendations

Regarding the findings above, it is recommended that the teacher increases his effort in implementing task-based instruction to teaching ESP. The findings of this study indicated that the teacher fully aware of the nature of task-based instruction, the purpose of each stage, and his role in every stages. Furthermore, preparation should be taken into account for English teacher who wants to implement TBI in a classroom. Since, the study has confirmed that time availability and students' number has been seen as the problems in implementing TBI in the classroom. The teacher's creativity in organizing tasks is essential in conducting meaningful tasks.

For the next researcher who want to conduct similar study, it is recommended that further study can be conducted in different level of students such as senior high school and junior high school level context. The different context and setting may provide new findings of the implementation of TBI. In addition, it is also recommended for the next researcher to conduct the research in longer time in order to enrich the data during the implementation of task-based instruction. The last, it is important for further studies to be focused on the effects of task-based instruction in speaking skill or another language skill such as writing, listening, and reading so that

the benefits of TBI can be explored and the aspects of language affected can be exposed.